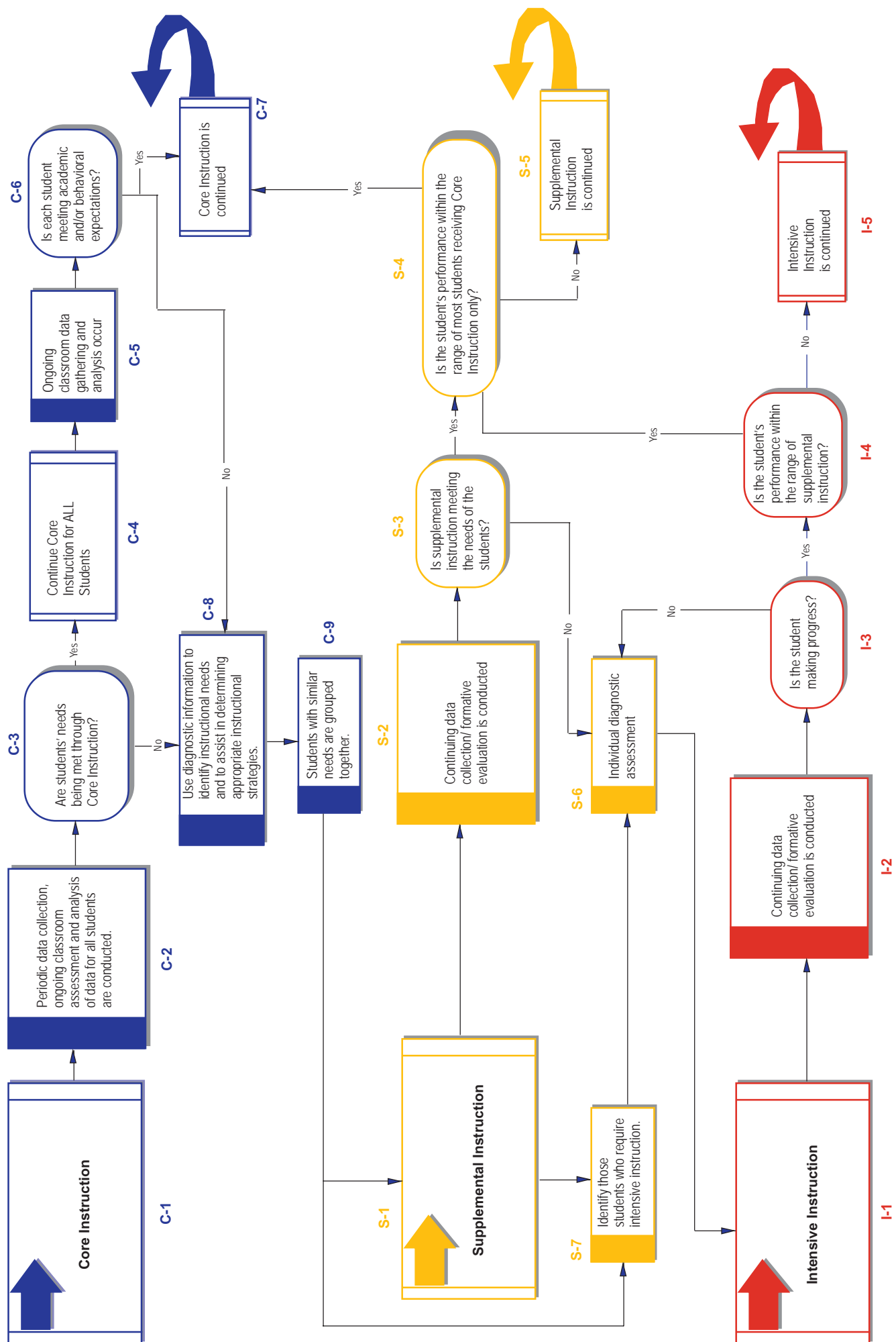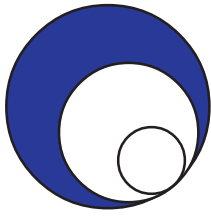# Sec. IV — ILLUSTRATION OF THE INTEGRATED CYCLES OF INSTRUCTION

The following section provides a "visual" representation and narrative description of the IDM process. The illustration presented is limited in the degree to which it exemplifies the many possibilities occurring in this process. For example, the illustration does not clearly show that some students may move directly to intensive instruction without cycling through supplemental instruction. Despite these limitations, this illustration may help some people understand the various integrated cycles that are involved with the IDM process.

Core Instruction

- **C-1** Core Instruction
- **C-2** Periodic data collection, ongoing classroom assessment and analysis of data for all students are conducted.
- **C-3** Are students' needs being met through Core Instruction?
- **C-4** Continue Core Instruction for ALL Students
- **C-5** Ongoing classroom data gathering and analysis occur
- **C-6** Is each student meeting academic and/or behavioral expectations?
- **C-7** Core Instruction is continued
- **C-8** Use diagnostic information to identify instructional needs and to assist in determining appropriate instructional strategies.
- **C-9** Students with similar needs are grouped together.

Supplemental Instruction

- **S-1** Supplemental Instruction
- **S-2** Continuing data collection/formative evaluation is conducted
- **S-3** Is supplemental instruction meeting the needs of the students?
- **S-4** Is the student's performance within the range of most students receiving Core Instruction only?
- **S-5** Supplemental Instruction is continued
- **S-6** Individual diagnostic assessment
- **S-7** Identify those students who require intensive instruction.

Intensive Instruction

- **I-1** Intensive Instruction
- **I-2** Continuing data collection/formative evaluation is conducted
- **I-3** Is the student making progress?
- **I-4** Is the student's performance within the range of supplemental instruction?
- **I-5** Intensive Instruction is continued

Core Instruction Cycle

C-1

Core Instruction

Core instruction is the combination of research-based instructional practices and a positive learning environment. This process begins with a guaranteed and viable curriculum provided to all students. If data indicate that core instruction is not sufficiently meeting the needs of <u>most</u> students, improvement efforts must focus on studying and refining the core instruction, while still examining individual student performance. Changes may be needed in the area of curriculum, instruction, assessment, environment, and/or system.

C-2

Periodic data collection, continuing classroom assessment and analysis of data for all students are conducted.

Data collection, continuing classroom assessment and analysis of data provide information regarding students' responsiveness to the core instruction. This information may be used to identify those students who may require more information, i.e., diagnostic assessment to determine instructional needs.

All students are assessed and data are used to help determine the needs for a district, school, classroom or student. It is recommended that these screenings be conducted periodically as indicated by the content and typical rates of skill acquisition. Multiple data sources are used to determine student learning needs. The data gained from these sources contribute to decision-making about the effectiveness of instruction and individual student needs.

C-3

Are students' needs being met through core instruction?

Data are used to answer the above question. All students require differentiated instruction. When student needs are not being met through core instruction, diagnostic information is used to identify and select appropriate strategies for those students (C8). Core instruction will still continue for all students (C4).

C-4

Continue Core Instruction for ALL students.

When the curriculum is guaranteed and viable and a positive learning environment exists, most student needs will be met through core instruction. However, when most of the students are not proficient or above, a district/school should analyze curriculum, instruction, assessment, environment, and other system issues to determine actions that can lead to improvement.

C-5

Continuing classroom data gathering and analysis occurs.

Continuing data collection is conducted in core instruction to determine if students are meeting or are exceeding expectations or if instructional adjustments need to be made, (e.g., reading classroom data may be gathered via periodic oral reading fluency assessments, running records, and retell measures).

C-6

Is each student meeting academic and/or behavioral expectations?

School data include screenings, classroom based assessments, and teacher perception, and are examined for each student. When the data indicate a student's needs are not being met by core instruction, then additional supports are required.

C-7 YES

Core Instruction is continued.

When the data indicate a student's needs are met by core instruction, core instruction is continued. The cycle continually repeats in order to identify students who are exceeding or are not meeting expectations in order to provide effective instruction in a timely fashion. At any point during the school year, data might indicate that students require additional instructional supports.

C-7 NO

Students with similar needs are grouped together.

When appropriate, students whose needs are not being met in core instruction are grouped with other students of similar needs for supplemental instruction. This includes students who are proficient or above.

C-8

Use diagnostic information to identify instructional needs and assist in determining appropriate instructional strategies.

When it is determined that core instruction is not meeting the needs of a student, supplemental instruction is required. Diagnostic information is used to identify and select strategies for these students. Data from district-wide screening assessments and continuing classroom assessments can be used diagnostically. If there is a question about appropriate instruction for a student, additional data gathering may be needed.
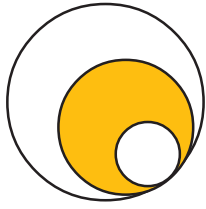
Supplemental Instruction Cycle

S-1

Supplemental Instruction

Supplemental instruction is in addition to core instruction. Supplemental instruction meets the needs of students who do not meet the core instructional expectations or who require enhancement/acceleration. When appropriate, students with similar needs are grouped for instruction. Evidence-based research instructional strategies are matched to student needs. Formative assessment/progress monitoring data are collected to determine if the needs of the students are being met through supplemental instruction. If they are, and student performance is within range of the majority of students, then the students may continue in core instruction without the support of supplemental instruction (Of course, a student receiving enrichment/accelerated instruction may perform within the range of most students, but clearly have needs that require supplemental instruction beyond the core instructional range). If the needs of students are not being met through supplemental instruction, then supplemental instruction continues and the instructional decision-making cycle is repeated to further define the students' needs. Some supplemental groups require a written instructional plan to guide the instruction and the data collection. For some students, the data will indicate that supplemental instruction is not sufficient and that there is a need for more intensive help (S7).

S-2

Continuing data collection/formative assessment is conducted.

Continuing formative assessment is conducted as supplemental instruction is provided. Students receiving supplemental instruction have their performance evaluated more frequently and in a timely fashion (e.g., bi-weekly).

S-3

Is supplemental instruction meeting the needs of the students?

Continuing formative assessment data are used to answer the above question and determine which students are progressing and/or which students are in need of additional assessment (S4). If the students' needs are not being met through supplemental instruction, use individual diagnostic information to identify and select appropriate instructional strategies (S6).

S-4

Is the student's performance within the range of most students receiving core instruction only?

Data from continuing formative assessment are examined to determine if student performance is within the range of most students who are receiving core instruction only. However, a student receiving enrichment/accelerated instruction may perform within the range of most students, but clearly have needs that require supplemental instruction beyond the core instructional range.

S-5

Supplemental instruction is continued.

If the data indicate that student performance is not within the range of core instruction, then supplemental instruction continues. Occasionally, a student is meeting the goals of supplemental instruction but he/she may not yet be performing within a range that would indicate supplemental instruction should be discontinued.

S-6

Individual diagnostic assessment.

If the data indicate that supplemental instruction is not meeting the needs of the student, then individual diagnostic information is gathered. This additional information helps accurately identify the instruction that is necessary to meet the needs of the student. At this point, the student begins intensive instruction.

S-7

Identify those students who require intensive instruction.

At times, original screening assessment data identify students who have significant learning/behavioral needs requiring immediate, intensive instruction. In most cases, students will receive supplemental instruction first. The goal is for students to receive the appropriate level of instruction as soon as possible. Use individual data and diagnostic information (S6) to determine the appropriate instructional strategies.
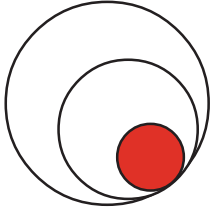
Intensive Instruction Cycle

<div style="background:red; color:white; text-align:center">**I-1**</div>

Intensive Instruction.

The intensive instruction cycle begins after screening, diagnostic assessment, and/or formative assessments indicate an instructional and/or behavioral need that requires support that is more intensive. Intensive instruction occurs in addition to core instruction. Intensive instruction is intended for students who do not meet the core and/or supplemental instructional expectations or students who require enhancement/acceleration. When appropriate, students with similar needs are grouped. Evidence-based research instructional strategies are matched to student needs. Some intensive groups require a written instructional plan to guide instruction and data collection. Formative assessment/progress monitoring data are collected to determine if the needs of the students are being met thorough intensive instruction. If they are, and performance is within range of the majority of students, then the student may continue in core instruction without the support of intensive or supplemental instruction. If student performance is within the range of supplemental instruction, but not core instruction, then the student may receive supplemental instruction. If the needs of the students are not being met through intensive instruction, then intensive instruction continues and the instructional decision-making cycle is repeated. For a highly proficient student, progress monitoring data determine the continuation of intensive instruction, proceeding to supplemental instruction, or returning to core instruction only. The intensive cycle extends the core instruction, is systematic, and explicit. Intensive instruction provides more time, intensity, practice, and immediacy of feedback. For highly proficient learners, intensive instruction may include advanced levels of the curriculum and instruction taking into account the student's unique skills.

<div style="background:red; color:white; text-align:center">**I-2**</div>

Continuing data collection/formative assessment is conducted.

Continuing formative assessment is conducted as intensive instruction is provided. Students receiving intensive instruction have their performance evaluated more frequently to determine effectiveness and to make needed adjustments in instruction. It is recommended that performance be monitored in a timely fashion (e.g., once per week).

I-3

Is the student making adequate progress?

When data indicate that the student *is* making adequate progress toward his or her expectation, proceed to the question in I-4.

When data indicate that the student *is not* making adequate progress toward his or her expectation, additional diagnostic information may be needed to determine adjustments to continued intensive instruction.

I-4

Is the student's performance within the range of supplemental instruction?

If the data indicate that the student performance *is* within the range of supplemental instruction, then supplemental instruction is provided. Intensive instruction is discontinued. Core instruction continues. Care is given to ensure that student performance is within the range of the students in supplemental instruction before discontinuing intensive instruction.

If the data indicate that student performance is *not* within the range of supplemental instruction, then intensive and core instruction continues.

I-5

Intensive instruction is continued.

If the data indicate the performance of a student is not within the range of supplemental or core instruction, then intensive instruction continues. Although a student is meeting the goals of intensive instruction, he/she may not yet be performing within a range that would indicate intensive instruction should be discontinued.